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AUTHOR Dever, Richard B.; Knapczyk, Dennis R.
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ABSTRACT

This text addresses curriculum development for students with mental retardation based on the premise that it is the primary job of educators to teach these individuals independence skills and also based on criticism of the academic focus of most current instructional approaches. Individual chapters consider the following topics: (1) an overview of mental retardation; (2) the aim of instruction (including an instructional definition of mental retardation and the aim of independence for persons with mental retardation); (3) the concepts of curriculum and curriculum goals (including 10 principles and goals addressing curriculum structure, content, and functions); (4) formulation of the instructional aim and curriculum goals (offering a four-step procedure for selecting and formulating goals); (5) curriculum development (with a five-step procedure suggested); (6) planning an assessment of curriculum objectives (with principles of assessment and a five-step procedure for planning an assessment); (7) conducting an assessment and developing an individualized program of instruction; (8) the program objective analysis (establishing performance standards and analyzing skill clusters); (9) providing information (techniques, feedback, fading, and motivation); (10) monitoring instructional plans (a three-step plan for developing a monitoring system); and (11) modifying instruction (appropriate responses when learners are achieving desired instructional results and when learners are not progressing satisfactorily). Appendices include a list of terminal goals, worksheets, and a checklist of potential physical problems. (Contains over 175 references.) (DB)

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